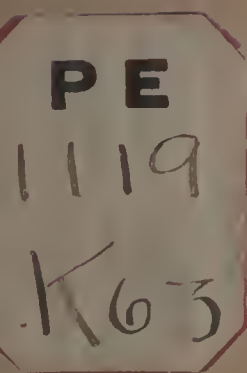


Blackboard Reading Lessons

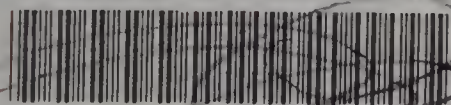


By
ANNA KLINCENSMITH

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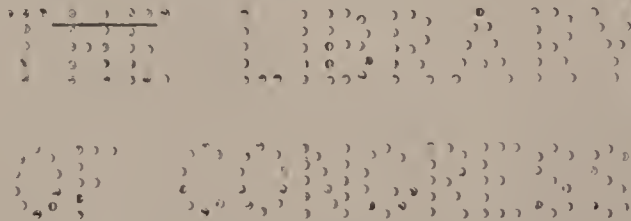
BY

ANNA KLINGENSMITH

*Primary Supervisor, Ft. Wayne, Ind.; author of "Household Stories,"
"Norse Gods," etc.*

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PREFACE

THE aim of this book is to furnish busy teachers with blackboard work which shall make attractive and useful reading matter for beginners while they are mastering the vocabulary demanded as a preparation for reading in books. Nearly all the primers widely in use are based on the child's home environment. The lessons speak of the child, his father, his mother, the baby, the cat, the dog, the horse, the cow, the rabbit, etc. There is, therefore, a surprising similarity in the words used, although the books themselves may seem at a glance to be very different. The child who has mastered this common vocabulary is practically independent in his reading from the first.

The outline of work here presented has been tested, and has been found to give the children the vocabulary with ease in three months, as well as to establish in them a habit of expressive reading. Very little help was found necessary in reading the first twenty-five pages of any of a half-dozen primers presented at the end of the three months,

these pages in each containing only a few words peculiar to that one book and these having frequently only a transient use.

The lessons may be used equally well with the sentence or with the word method.

After a few lessons by the word method, the child will know enough words to form sentences. These he will read, and the new words which are introduced apart from sentences will immediately be put into sentences.

After a few lessons by the sentence method, the child will begin to detect the common elements in the several sentences, and will thus have his attention directed to individual words apart from their place in any one sentence.—ANDREW THOMAS SMITH, Pd.D., in "Systematic Methodology."

OBJECTS IN VIEW IN FIRST WORK IN READING

1. To teach the child to recognize the written forms of familiar thoughts.
2. To get him to grasp the thought contained in new forms made up of words learned in No. 1.
3. To teach him to make out by sound words which are in his vocabulary, but for which he has not learned the written or printed form.
4. To preserve the child's natural expression.

Blackboard Reading Lessons



BOARD WORK

NEARLY all schools require that at least two or three months be spent in board work before the children are given books. This work is for the purpose not of teaching the children new words, but of enabling them to recognize the written forms of words and sentences with which they are already perfectly familiar. The lessons and devices given in this book have been found very efficacious in making this connection between the known—the child's own thoughts, sentences and words—and the unknown, which is the written expression for the same.

Children speak most expressively when they enter school, and if this admirable trait can be retained in spite of the mechanical difficulties of learning to read, they will be expressive readers—

readers of thoughts, not mere pronouncers of words.

At present many of the primers begin at once with the sentence method. All of them are mainly based upon it. That the children may be brought to the books, able to read as the books require, the preliminary work should follow the same method.

The work is here presented in so simple a manner as to be most readily taken up by beginners. Only a few words are used during the first six weeks, but the variety, not only of form, but of thought expressed, is almost unlimited, the number of different sentences reaching into thousands. Only one word is changed at a time, but the actions to be performed in making the sentences express a thought at the moment present in the mind of the child do away with all idea of sameness, fill the class with interest, and invariably give good expression, because the children are active both in mind and body. Let any one who doubts this try it and see.

The following words are selected for the very first work as being those most frequently repeated in the first pages of the reading books, and because they are the names of objects easily

obtained in any schoolroom—toys answering the purpose as well as the real objects, or perhaps better.

The objects must be used, or all life and purpose will be taken out of the reading. When the child reads: “I see a doll,” he must be looking at one. When he reads: “You have a book,” he must read to a person who has a book in his hand.

ball	I	and	have	in
dog	you	white	want	on
book	he	black	like	
kitty	she	big	see	
doll	we	little	is	

I have a ball.

I have a dog.

I have a book.

I have a kitty.

I have a doll.

You have a ball.

You have a dog.

You have a book.

You have a kitty.

You have a doll.

He has a ball.
He has a dog.
He has a book.
He has a kitty.
He has a doll.

She has a ball.
She has a dog.
She has a book.
She has a kitty.
She has a doll.

We have a ball.
We have a dog.
We have a book.
We have a kitty.
We have a doll.

I have a ball.
You have a ball.
He has a ball.
She has a ball.
We have a ball.

I have a dog.
You have a dog.
He has a dog.
She has a dog.
We have a dog.

I have a book.
You have a book.
He has a book.
She has a book.
We have a book.

I have a kitty.
You have a kitty.
He has a kitty.
She has a kitty.
We have a kitty.

I have a doll.
You have a doll.
He has a doll.
She has a doll.
We have a doll.

I have a ball and a book.
I have a dog and a kitty.
I have a doll and a kitty.

You have a ball and a book.
You have a dog and a kitty.
You have a doll and a kitty.

He has a ball and a book.
He has a dog and a kitty.
He has a doll and a kitty.

She has a ball and a book.
She has a dog and a kitty.
She has a doll and a kitty.

We have a ball and a book.
We have a dog and a kitty.
We have a doll and a kitty.

I have a white ball.
I have a white dog.
I have a white book.
I have a white kitty.
I have a white doll.

I have a black ball.
I have a black dog.
I have a black book.
I have a black kitty.
I have a black doll.

You have a black ball.
You have a black dog.
You have a black book.
You have a black kitty.
You have a black doll.

He has a black ball.
He has a black dog.
He has a black book.
He has a black kitty.
He has a black doll.

She has a black ball.
She has a black dog.
She has a black book.
She has a black kitty.
She has a black doll.

We have a black ball.
We have a black dog.
We have a black book.
We have a black kitty.
We have a black doll.

I have a white ball.
You have a white dog.
He has a white book.
She has a white kitty.
We have a white doll.

Go through the same series, using *big* and *little*.
Any desirable number of the above sentences
may be used, substituting *want*, *like*, *see*, for *have*.

The ball is on the book.
The dog is on the book.
The doll is on the book.
The kitty is on the book.

The ball is in the book.
The dog is in the book.
The doll is in the book.
The kitty is in the book.

These sentences may be made intricate if desired, after the children have mastered the simple forms and know the words. The following are examples of more difficult sentences:

I have a white ball and a black ball.
I want a big doll and a little doll.
The little white doll is on the big black book.

At first give these sentences in the order indicated, and in groups. Later proceed cautiously to mix them.

A and *the* take care of themselves if merely introduced in their proper places and not brought too much to the child's notice. Also, the singular and plural forms of the verbs, as *has* and *have*, come naturally into the child's speech.

FIRST STEP

Put the objects named above, and other interesting objects and toys, into the children's hands. Talk with the children about the objects until their tongues are loose; then lead them to express the thoughts in the above sentences—you, with an object in your hand, setting the example, using appropriate expression and gesture.

When there is perfect freedom, say: "I will tell you, on the board, what I have," and write: "I have a ball," then, ball in hand, showing it as you speak, read the sentence. Let the children take the ball and read. Write the sentence in various places and with ball in hand, and have it read.

Do not be afraid of telling your pupils in as many ways as possible what is on the board. The only way they can name a word or read a sentence at first is by being told. Make haste slowly at first; a little later the children can go faster.

The next day use in the same way this sentence and one or two others; and so on, reviewing frequently. Suit fact, action, and gesture to the thought expressed by the sentence, and there will be no lack of expression and interest. The constant thinking and doing insure this. The child will be impressed from the start with the idea that

he reads to find out something, and will never get the notion that reading is saying words which, to his perception, have no more meaning when taken in connection with each other than when in a list.

Review constantly, thus getting variety without taking the advance work too rapidly. Write the old sentences on the board, at first in order and then mixed, and let the children study them.

Have a child make the sentence true before he reads it. If the sentence is: "We have a white kitty," let the child pick out the toy, sit with another child, and read. To make the sentence true is the vital part. Expression in the reading follows.

The work suggested above, together with the beginning of certain other reading work outlined farther on and to be taken up at a different time of day, may be done in the first six weeks of school.

At the end of the first three or four weeks the drill on separate words may begin. This should not be taken in the same recitation period as the reading. Drill on the nouns first, objectively as in the reading; on the pronouns next; and on the other words in the order in which they are given above, because that is the order in which they are made prominent in the sentences.

SOUND WORK

VERY soon after the children enter school begin to prepare them for the sound work.

In expressing themselves children use many sentences and words. In their relations with grown people they hear the same. They are wholly unacquainted with elementary sounds. The first step, therefore, is to train the ear to detect the sounds that make up words.

Children are exceedingly fond of gibberish, expressing their pleasure in it by laughter, by saying over anything of the kind which they have heard, and by inventing new combinations. Advantage should be taken of this in teaching the sound work. If conducted properly, it will be, to the children's minds, a pleasant game.

The teacher may say to her class: "See if you can tell what I say," and then say some such sentence as, "I have a pretty little white c-a-t," making the separation between the sounds very slight.

Follow this by many examples of the same kind, till the children can answer readily; then make the separation greater, till the sounds are distinct. This ear training cannot be overdone.

About the end of the first month begin to put the letters on the board, connecting the sounds with them. Make no artificial connections between letter and sound; simply show the letter, and make the sound often enough for the children to learn it. They learn the sounds of the letters in an incredibly short time, evidently on account of their love for gibberish.

The following is a table of elementary sounds for the first two years, arranged somewhat in the order of ease with which beginners take up the sounds, and somewhat according to the frequency of use in the words presented in the books:

FIRST GRADE

FIRST HALF-YEAR

In selecting words as indicated below, reject all that are not in the children's vocabulary. If the children once get the idea of sounding words, such as *vat*, *fate*, etc., not in their vocabulary, they will soon offer meaningless combinations of letters, such as *bap*, *fap*, etc., and think they are words. In teaching the sounds, use transiently words that are in the children's spoken vocabulary, but dwell on those that are in the readers.

Teach the sounds in the following groups. The order within the group is not essential:

s	t	p	h	f
ă	ě	ĩ	õ	ũ

As soon as the children know sounds enough, begin to combine into:

ăt	făt	ĩt
săt	hăt	sĩt
păt		hĩt, etc.

l	m	r	e	n	k
lăp	ũp	ăn			
tăp	eũp	eăn			
răp	pũp	răn			
năp		măn, etc.			

	b	d	g
běd	běg	bĩg	
fěd	lěg	fĩg	
lěd		pĩg, etc.	

ā ē ī ō ū

māke

tāke

lāke

bāke, etc.

ēē, ſ

see

seeſ

tree

trees

feed

feeds, etc.

ch c w ŷ sh

Seek illustrations for these in the readers.

SECOND HALF-YEAR

Review and reteach first half-year's work.

th as in thin

th as in then

Substitute the mark indicated for the one given in the dictionary because of the difficulty

children find in recognizing the dictionary form.

j z x v ġ ọ ụ ng wh ă oō ou ow
ä öö ŷ y

Use words from the readers to illustrate these.

In such words as *bird*, *her*, etc., commonly marked with ^ or ~, omit the accent and mark the letter before the *r* silent. Ex., b\ird.

SECOND GRADE

Review and reteach the work of the first year. This work cannot be completed in the first year. During the second year it must receive all the attention necessary to enable the children to make out words by sound with the utmost ease—with such ease that it can be used in the third grade without further teaching. Teach in addition:

ụ oì oy

Do not teach the remainder of the diacritical marks. Primary children do not need them. Teach only those that they can use.

Gradually drop the diacritical marks except where they are absolutely necessary. Teach the children to depend on pronouncing the words in syllables.

WRITING

As soon as the children know some sentences or words, they should begin to write them on the board in a large hand.

The teacher should write in the presence of the children, to give them an idea of movement, position, speed, etc., and then let them copy her writing. Much training in attention comes from this, especially when the children have learned how to grasp the crayon and where to begin, and can write words that have been written and erased by the teacher.

Children left to themselves to copy writing show many peculiarities in their ways of making the letters, frequently beginning at the end and working backward, etc. When the teacher writes while they look on, much of this is avoided. A little formal work in making single letters obviates it entirely.

The teacher should make the letter on a large scale, calling attention (which children readily give because of their curiosity in people's movements)

to the place to begin and to the proper succession of parts, and then let the children try to do the same, the teacher observing and giving individual aid.

For the first few days—till the children learn to hold the crayon properly, move the arm from the shoulder, stand correctly, follow directions, grasp with the eye what is made before them, and remember to some extent the succession of parts in the making—the drawing of a certain number of lines side by side, crossing, etc., circles, etc., will be found best. Then will come the writing.

Do not allow the children to use the erasers at will. They will erase and patch up parts, and lose the view of the whole, and in addition will acquire the very bad habit of writing carelessly and erasing, instead of doing their best the first time.

The following orders will be found good in the formal work with the letters:

i u w v m n o a d g c e l
h b k j y t p q r s f x z

or

o a c d g i u m n v w e y
j l b h k r s t p f q x z

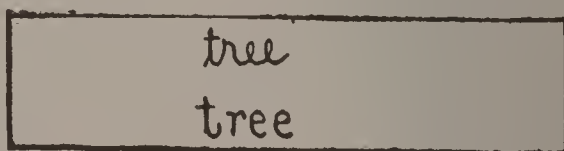
BUSY WORK

FROM the very first have the nouns, names of colors, and numbers represented objectively on little squares of paper, with the accompanying words in print and script, and with the same words on a piece of paper for matching.

This furnishes a delightful pastime for the children, and in a little while they will know the words without the pictures.

Trace the pictures from the readers.

Colors may be represented by bits of colored paper, or by a dash of color from a paint brush or colored crayon. The numbers are easily represented objectively.



These picture cards are easily made by means of a hectograph, which may be obtained from the publishers of this book, or it may be made by the following recipe:

1 pint glycerine,
1 pint water,
4 ounces gelatine,
A shallow tin pan, 9x15 inches.

Write with hectograph ink on ordinary paper, let the writing dry, and lay face down on the hectograph. Remove in a few minutes and print on paper without lines. Wash the hectograph with luke-warm water to remove the copy.

As soon as the children know a sentence, make two copies of it, having the words of one exactly under the other, cut up one, leaving *a* and *the* with the words following them, for matching.

Write groups of familiar sentences on slips of paper and fold like a book for the children to study and read aloud.

FROM SCRIPT TO PRINT

To change from script to print, a short time before giving the children the books, print familiar sentences and words on the board, side by side with

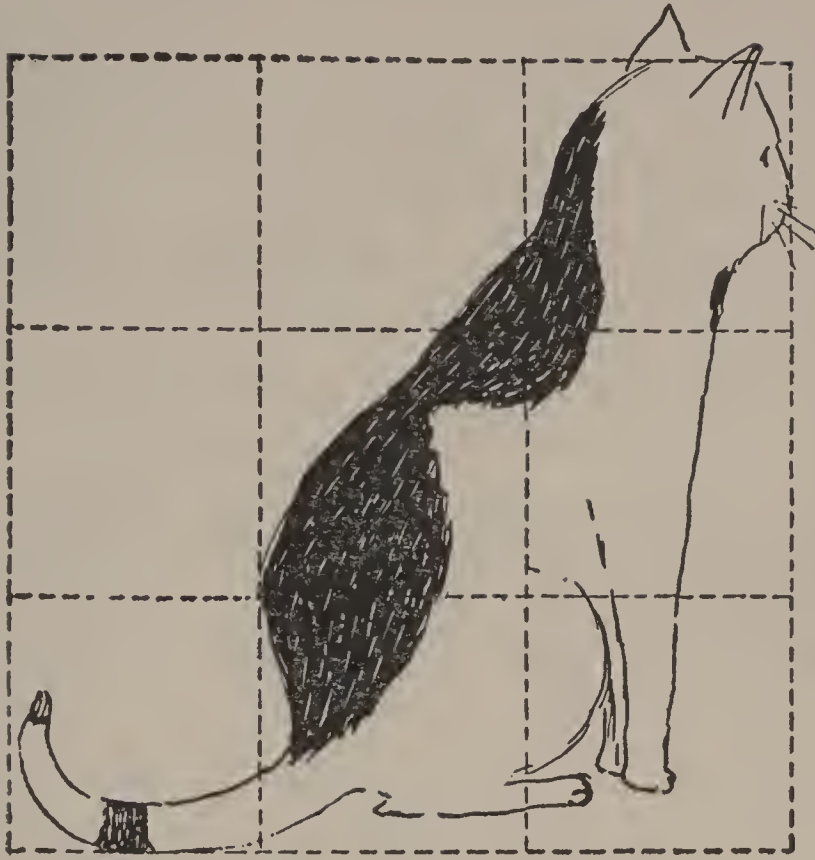
the same in writing. At first select those which show the greatest similarity in the two forms. Insensibly the children will pass from the large script to the large print, and then to the small print in the book.

NOTE.—In case the teacher wishes to begin by the word method, she has only to turn to the vocabulary and teach enough of the words to make a few of the sentences given, and then follow the work as it is outlined.

KEYNOTE TO FOLLOWING LESSONS

The child possesses the ideas, and is able to give expression to them; we must get from him this expression, and then in return give to him the written expression of the same thoughts.

Since it is necessary that the child should get himself into an appreciative state of mind before he can read with real expression, he must be led by appropriate conversation and other means into the state of mind to be expressed, before he undertakes to read aloud.—ANDREW THOMAS SMITH, Pd.D., in "Systematic Methodology."



LESSON I

I see Kitty.

She is my kitty.

She is little.

She is black and white.

She can run.

Run, Kitty, run!

Catch the mouse, Kitty.

Kitty, Kitty, Kitty! Come, Kitty, I want you.

Use the picture for the first part. Transfer it to the board, and fill out in black and white. The

children can read the first part, having been taught all the words. To bring in *my*, tell a child he may have the kitty for his; then say: "You may read [indicating second sentence] whose kitty she is," being careful to use the words *she is*.

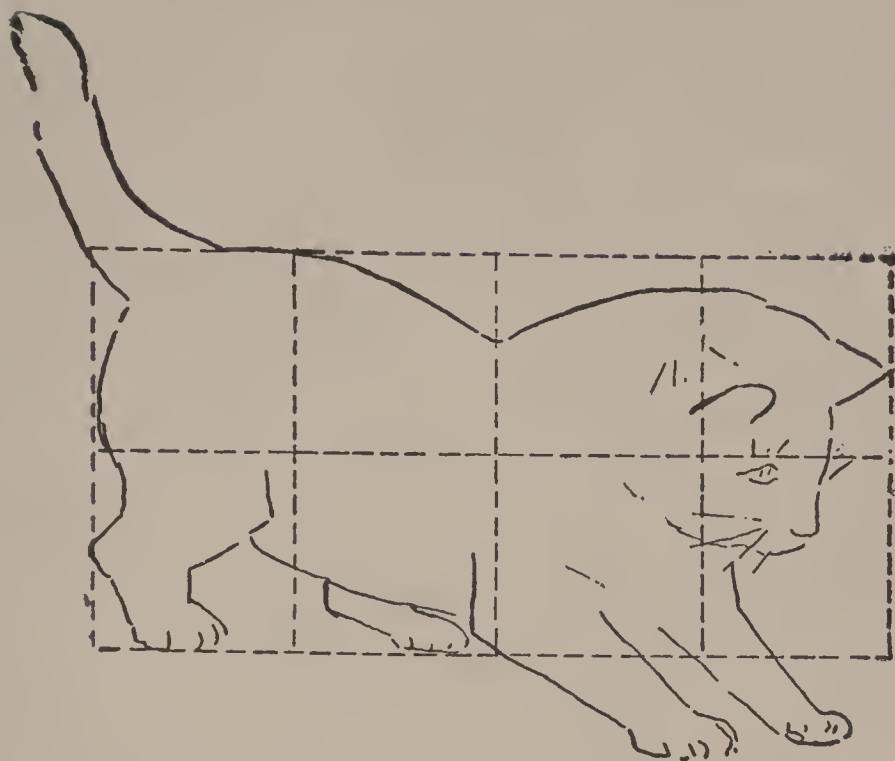
Point to third sentence. If the children cannot read, say: "This tells about her size."

"The next one tells what color she is." The child will read it correctly, either because he knows the words or because the picture tells the same thing.

Play the second part, having a child for the kitty and one for the mouse, before reading it. In giving the commands use the sentences exactly as they stand. Let the children give the commands as soon as they know them. Then write the sentences on the board, playing them as they go down, to enable the children to keep track of them. In the end let the children read them while others play the game.

Return to this lesson until the children can read it without help. In a word drill following the lesson, and at a different time of day, drill upon *my* particularly, because it is a new word. Drill upon it with both small and capital letters.

Drill upon old words, also, if it seems necessary.

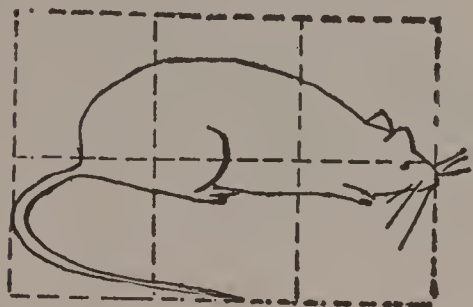


LESSON II

My kitty is a little kitty.
She can not catch a mouse.
She can not catch a bird.
She can not catch a fish.
She is too little.
She can run.
She can roll a ball.
She can catch a fly.
She can find a mouse.
She can ride in a box.
She can not read a book.

Say: "I am going to tell you what kind of a kitty my kitty is," and write the first sentence on the

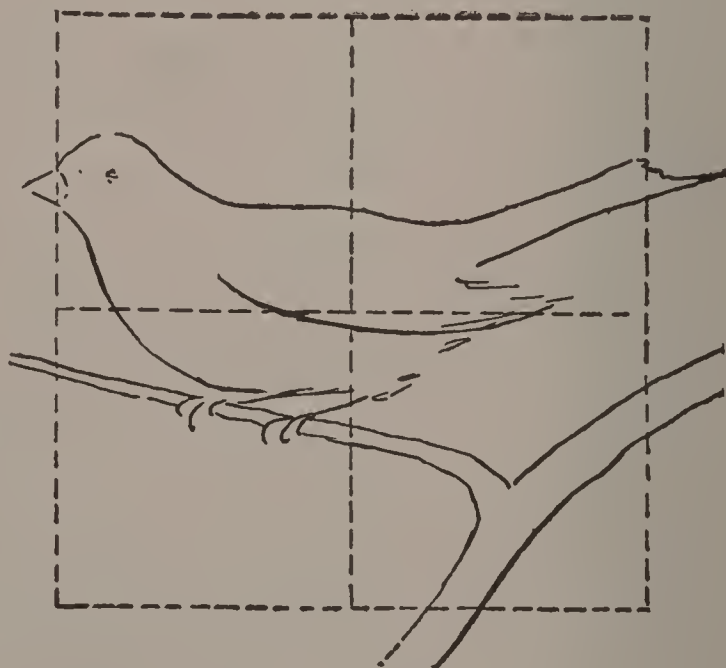
board. Partly from what you have said, partly from knowledge of the words, and partly from the picture, the children will read the sentence.



Then say: "This is something she cannot catch," indicating the mouse on the board, or making a simple picture.

Then: "I will write what she cannot catch." Be careful to use these very words, because the children — having the thought completely, and unconsciously following your form of words— will say whatever form you happen to write.

During the conversation tell why the kitty cannot do these things. Then you have only to say when you come to write it: "This tells why Kitty cannot



catch any of these things," and the children will read triumphantly: "She is too little."

It will be found here, also, that if the word *not* is put near the sentences and the children are given a moment to compare, they will recognize the word because of its repetition and connection with the thought.

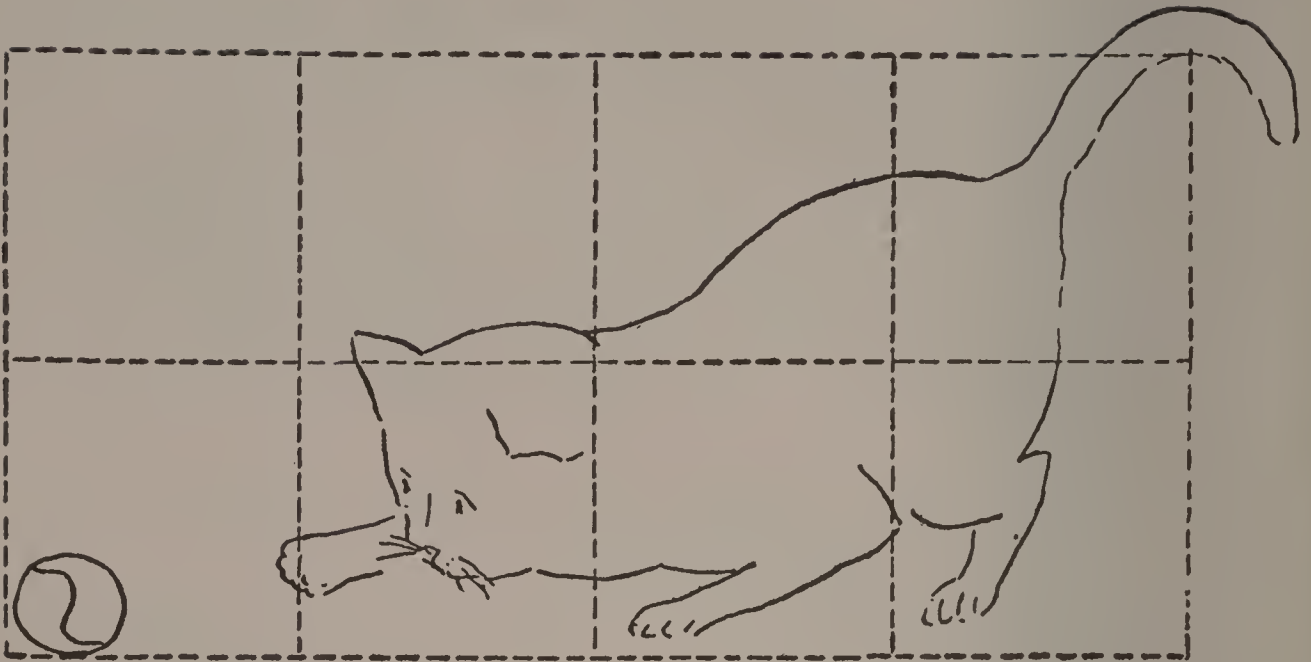


For the next sentences say: "Here is something she can do," writing: "She can run," and the class will read with ease.

Rolling a ball on the floor, say: "She can do this," and then tell on the board what kitty can do with the ball.

Apply these suggestions to the next sentences. At the end drill especially on *can* and *not*, and on such other words as seem to need it.





LESSON III

Take the ball, Kitty.

Roll it.

Run, run, little kitty.

Catch the ball.

I want the ball. Roll it to me.

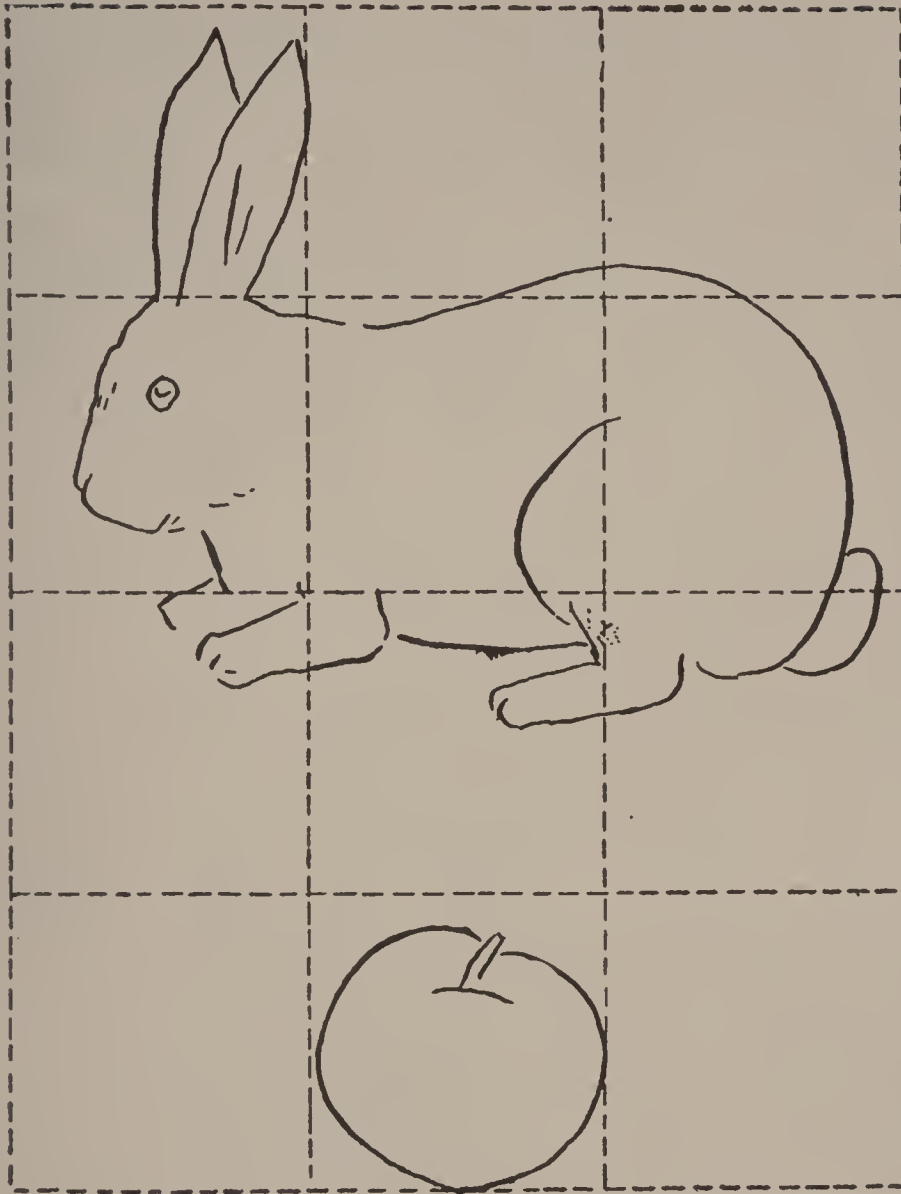
Play this with the children first, giving commands to the child who is the kitten, then allowing the children to give the commands. Put it on the board, one sentence at a time, and have each played. Then let one child read and another do the actions.



LESSON IV

Kitty is little.
Baby is little.
A bird is little.
A fish is little.
A squirrel is little.
A fly is little.

Write the first sentence on the board and say: "I am telling you about something that is little." Follow this by saying: "I will tell you the same thing about Baby," etc. In the end let the children name other things that are little. Write them on the board for transient reading, but use only the nouns from the above in the word drill afterward.



LESSON V

Baby wants a doll.

I want a kitty.

Kitty wants a ball.

My rabbit wants an apple.

The squirrel wants a nut.

The children already know the words in the first three sentences. Draw the pictures of the rabbit and squirrel, write the sentences beneath each, and show the object each wants. Or substitute the pictures in the sentences and then put the words in. For word drill put the four words under the respective pictures till they are learned

LESSON VI

I can see.

I can see you.

I can see Mamma.

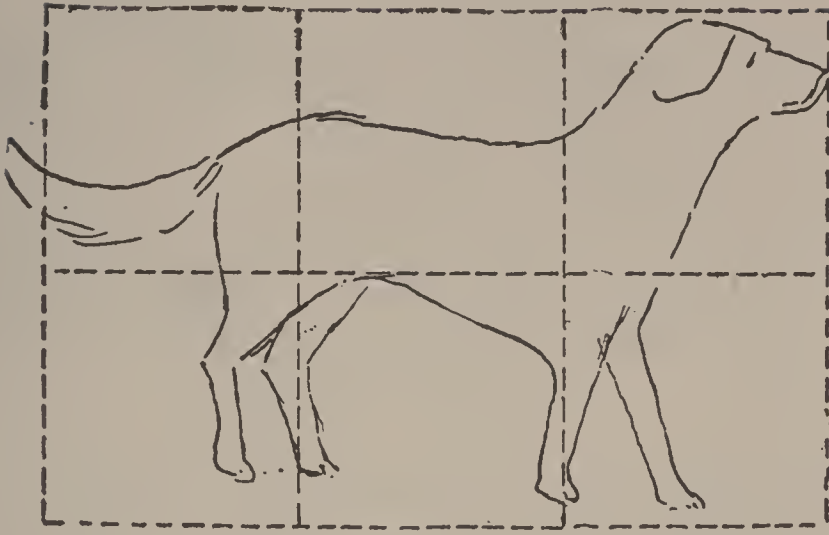
I can see Papa.

I can see Baby.

I can see Kitty.

Drill lesson. Ease of sentence to give work in expression.

Substitute pictures for the words, or put the words beneath the pictures on the board till the children know them. Then write the sentences.

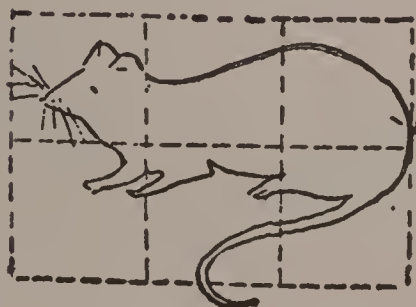


LESSON VII

See the little black dog.
He is my dog.
He likes me.
I like him.
He can run.
He can swim.
He can catch a rat.
He can catch a fly.
He can catch a rabbit.
He can find a squirrel.
He can take a book to you.
He can find the cow.
He can find the horse.
He can ride the horse, too.

He likes Papa.
He likes Mamma.
He likes Baby.
Mamma feeds him.
Papa takes him to ride.
Baby pats him

Put the picture of the dog on the board. Write the first sentence and have it read, the words being old.



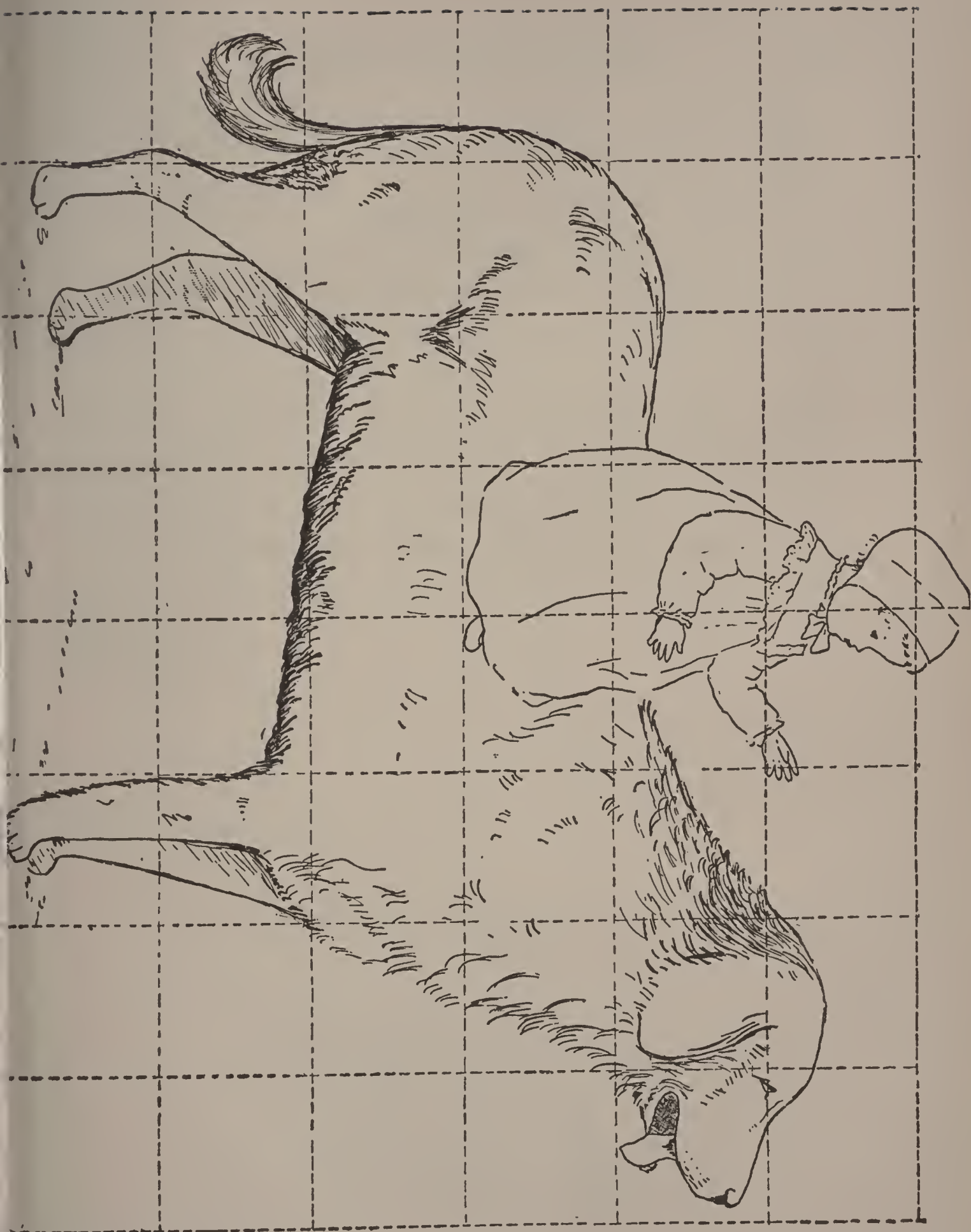
Next: "I will tell you on the board whose dog he is." Then say to a child: "Play that he is your dog, and read."

Next say: "Because he is my dog, he does this," and write: "He likes me." The children know *he likes*, and they will supply *me* to finish the thought, and thereby learn the word. The next sentence comes in the same way.

Now write: "He can run." Say: "It is something he can do when a big dog comes at him."

Next: "Here is what he can do in the water."

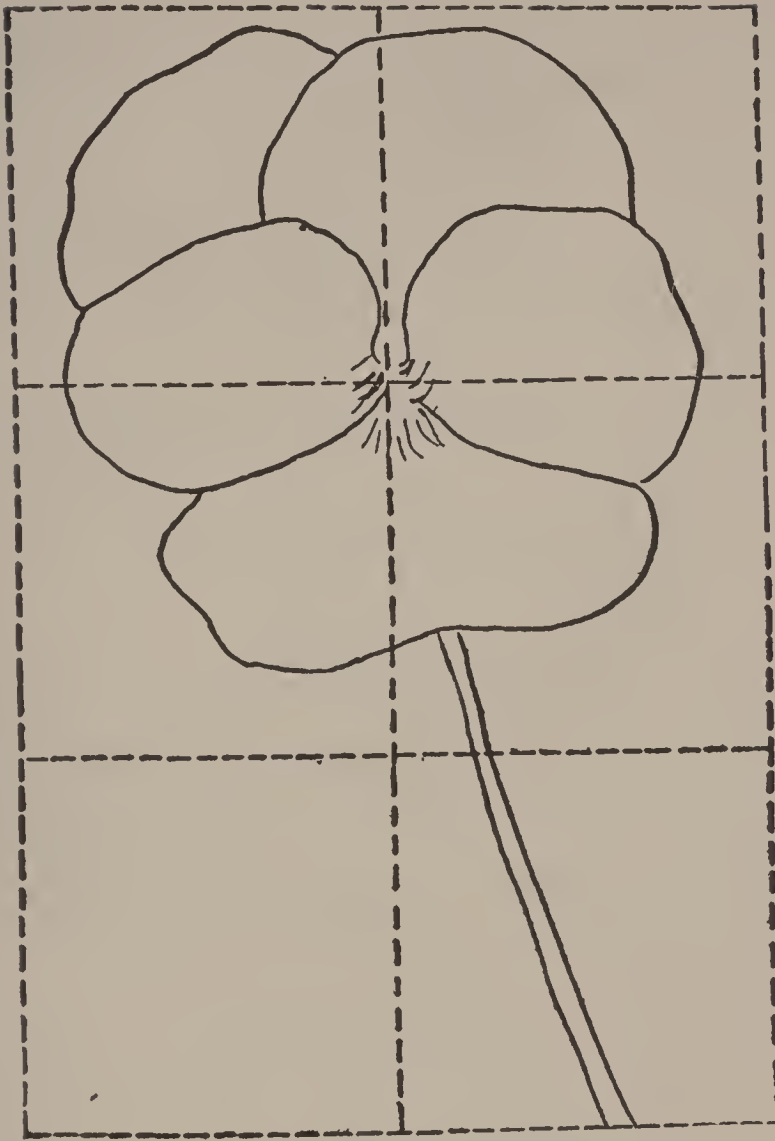
Write the next sentences with the pictures in place of the words, or write a sentence in full and



then point out the proper picture and say: "This is what he can catch."

Point to the squirrel and say: "He can find this if he is out in the woods."

In other words, *talk* the lesson to the children, and then write it, sentence by sentence, giving the cue to each one as you put it down. Don't be afraid of telling too much the first few times. When children are keenly interested in the thought of a piece of reading, one of the quickest and surest ways for them to learn the words is to be told them.



LESSON VIII

I have a white flower.

You have a white flower.

He has a white flower.

She has a white flower.

We have a white flower.

Lesson for expression. Use a white flower or a picture of a white flower, and simply make the sentences true.

LESSON IX

I have a yellow flower.

I have a red flower.

I have a blue flower.

Use yellow, red, blue flowers, or pictures of them done with colored crayons. (See picture in Lesson VIII.) Work with them as in first month's work.

LESSON X

This flower is yellow.

This flower is blue.

This flower is red.

This flower is white.

This flower is red and white.

This flower is blue and white.

(See picture in Lesson VIII.)

LESSON XI

This apple is yellow.

This apple is red.

This apple is green.

This apple is red and yellow.

(See preceding lessons. Also picture in Lesson V.)

LESSON XII

See my apples.

I have two apples.

They are big apples.

Baby has an apple.

Baby's apple is little.

Baby likes little apples.

I like big apples.

Play this to make it true. Use apples.



LESSON XIII

Papa is big.

Mamma is big.

The horse is big.

The cow is big.

The dog is big.

A tree is big.

A house is big.

I am not big. I am little.

See Lesson IV for directions. Some sentences are review. Substitute the pictures for the words, or point out the pictures as the objects spoken of in the sentence. Drill on the new words.

LESSON XIV

A bird can fly.

A hen can fly.

A fly can fly.

A dove can fly.

Things that can fly.

See Lesson IV. Ease of form to give ease in expression.

LESSON XV

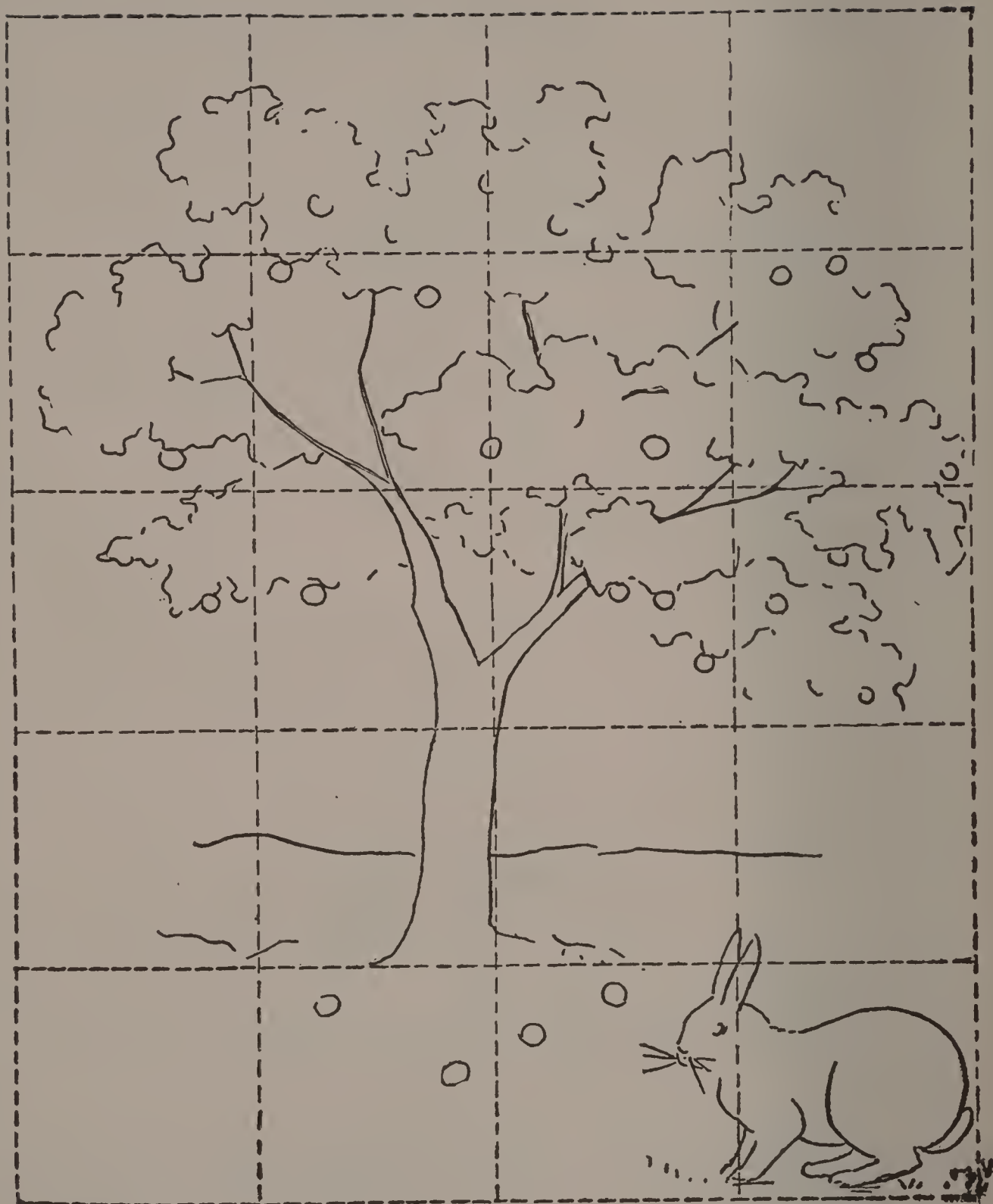
A cat can not fly.

A rabbit can not fly.

A horse can not fly.

Things that cannot fly.

Drill on nouns and on *not*, in word drill afterward.



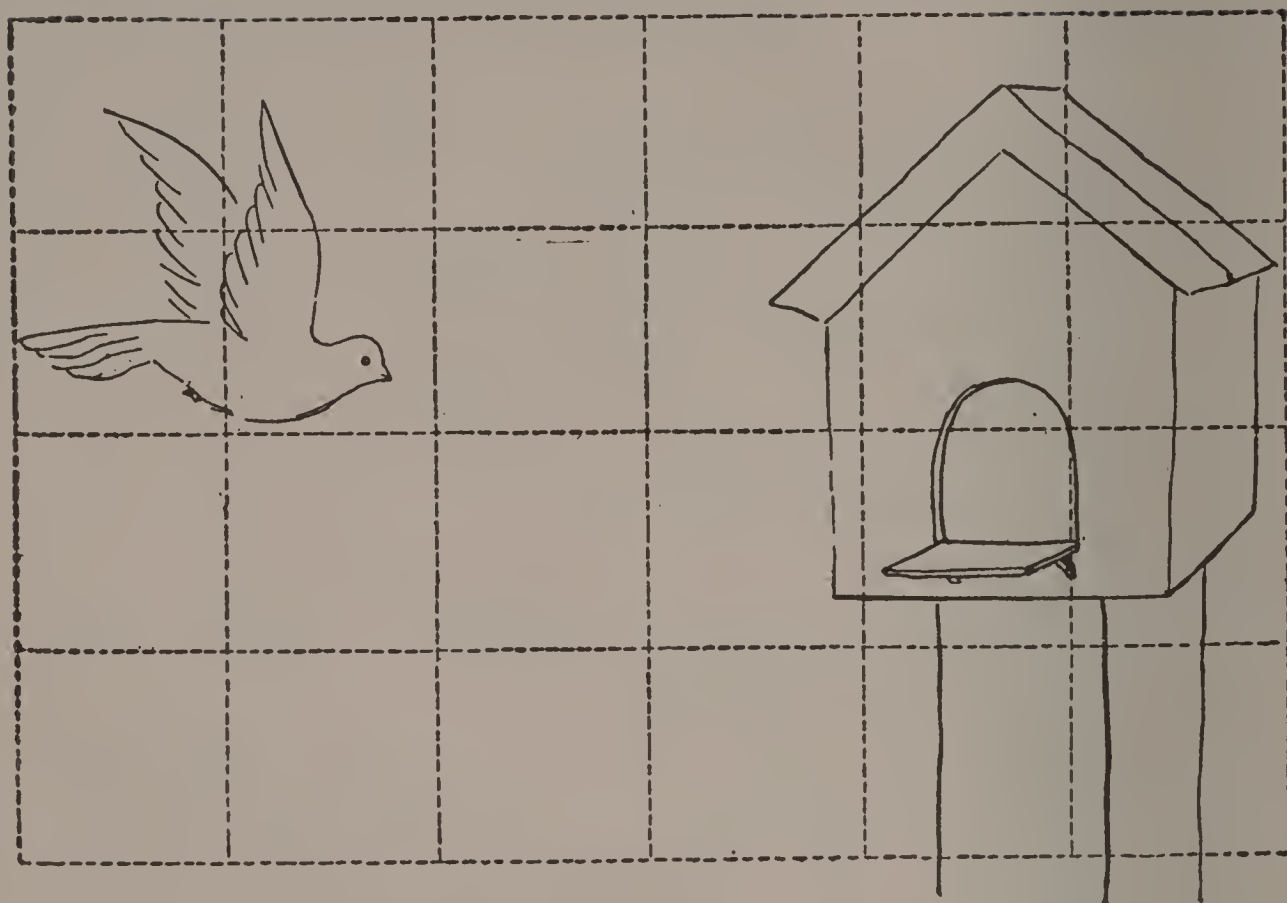
LESSON XVI

Papa has a big apple tree.
It has apples on it.
They are red and yellow.
My rabbit likes them.
He finds them under the tree.
Papa's horse likes them, too.
I feed them to him.

Say: "This is Papa's apple tree." Write the sentence and have it read.

Ask what is on the tree, etc., and write the first four sentences, having each read as it is put down. The children can readily read these sentences from the words they know, and from the conversation.

Talk a little about where the apples must be for the rabbit to find them, how Papa's horse in the barn must get them, etc. Then read, and afterward drill on the new words.



LESSON XVII

See the dove fly.

She is coming to her nest.

The nest is in this box.

The box is her house.

She has little doves in her nest.

She has one, two, three little doves.

They are white. The mamma dove is white, too.

She feeds the little doves.

They can not fly.

Have a conversational lesson about the objects in the picture, and those mentioned in the lesson, but not visible. Tell it to the children and let them take it from the picture.

Then write it down, one sentence at a time, and have it read from the children's knowledge of words, eked out by the thought given in the conversation.

Drill thoroughly on new words afterward.

LESSON XVIII

Find a black book.

Find a blue book.

Find a white book.

Find a green book.

Find a yellow book.

Find a green and black book.

Put all these books on the table. Say: "I will tell you what kind of a book to find." The children know all the words, and can find it.

Touch the blue book and say: "I will tell you the same thing about this book," etc.

Drill on new adjectives afterward and on *find* with small letter.

LESSON XIX

See the pretty eggs.
One egg is blue.
Two eggs are green.
Two eggs are red.
One, two, three, four, five.
Find the blue egg.
Find a red egg.
Find a green egg.
One, two, one, two, one.

Draw the eggs with colored chalk.

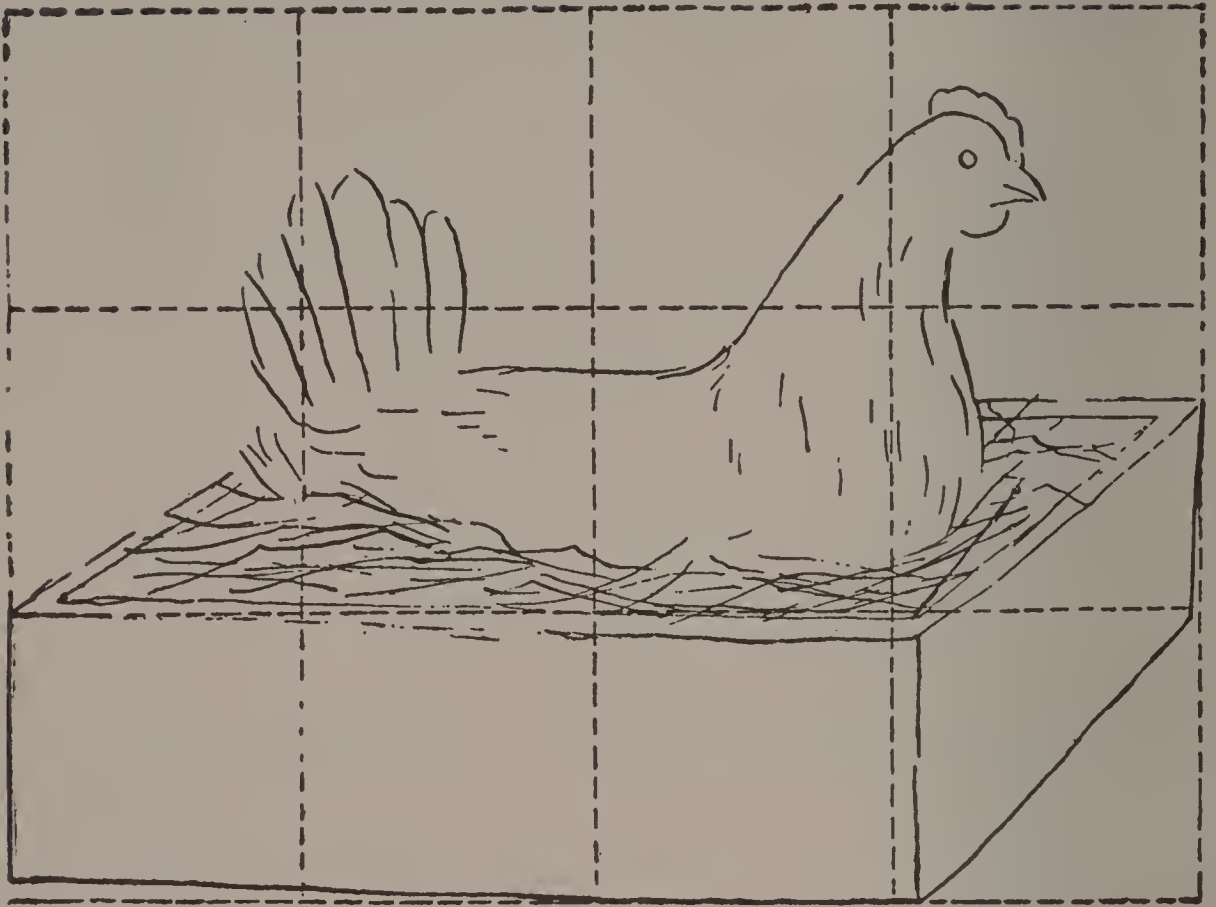
LESSON XX

This hen has five chickens.
She is black. They are yellow.
The hen feeds the chickens.
Run, run to mamma!
See the little chickens run.

Transfer the picture to the board and color it as required. Say: "How many chickens has this hen?" Be careful to use *This hen*. The children count, and answer: "This hen has five chickens."

Next say: "I will write that on the board."





LESSON XXI

This hen has a nest. It is in a box.
She has no chickens.
She has eggs—one, two, three, four, five.
She likes her eggs.

Get the thought by conversation and from the picture, and then put it on the board and have it read, a sentence at a time.

LESSON XXII

I can see a horse.

I can see a cow.

I can see a dog.

I can see a flower.

I can see an apple.

I can see a fish.

Drill. Put these pictures on the board to make the reading express facts. See earlier lessons for pictures.

LESSON XXIII

A dog can swim.

A cow can swim.

A horse can swim.

A rat can swim.

Drill lesson.

LESSON XXIV

See the fish.

See it swim.

Kitty wants the fish.

She can not get it.

Kitty likes fish.

LESSON XXV

The fish likes to swim.

The bird likes to fly.

The horse likes to run.

I like to ride.

Papa likes to read.

See previous lessons for pictures.

Say: "This is what a fish likes," and write the first sentence on the board, etc.

Then: "This is what Papa likes to do when the paper is brought in," etc.

LESSON XXVI

Spin the top.

Roll the ball.

Read the book.

Take the apple.

Find the doll.

Feed the rabbit.

Come to me.

Go to Mamma.

Catch the cat.

Action lesson. Play this before writing it upon the board, until the children are familiar with the commands. Then write it, and have it read, sentence by sentence, and the action performed at the same time. Drill upon it till the children can read the commands readily to others who perform the actions. In word drill, drill upon the action words with both small and capital letter.

LESSON XXVII

My papa has a white horse.

He is a big horse.

Papa rides him.

I have a little horse.

He is black. I ride him.

Baby rides the big dog.

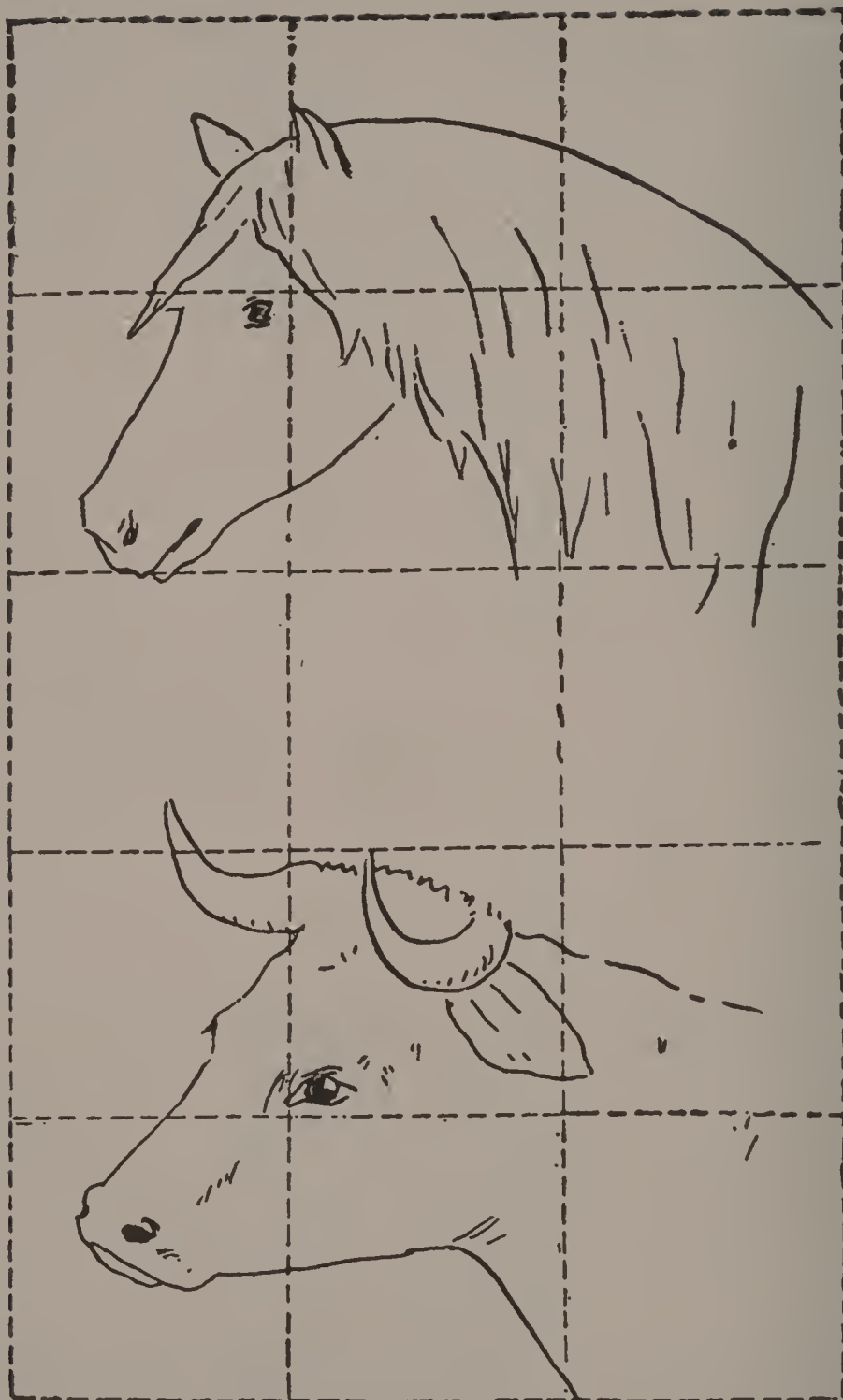
Mamma has no horse.

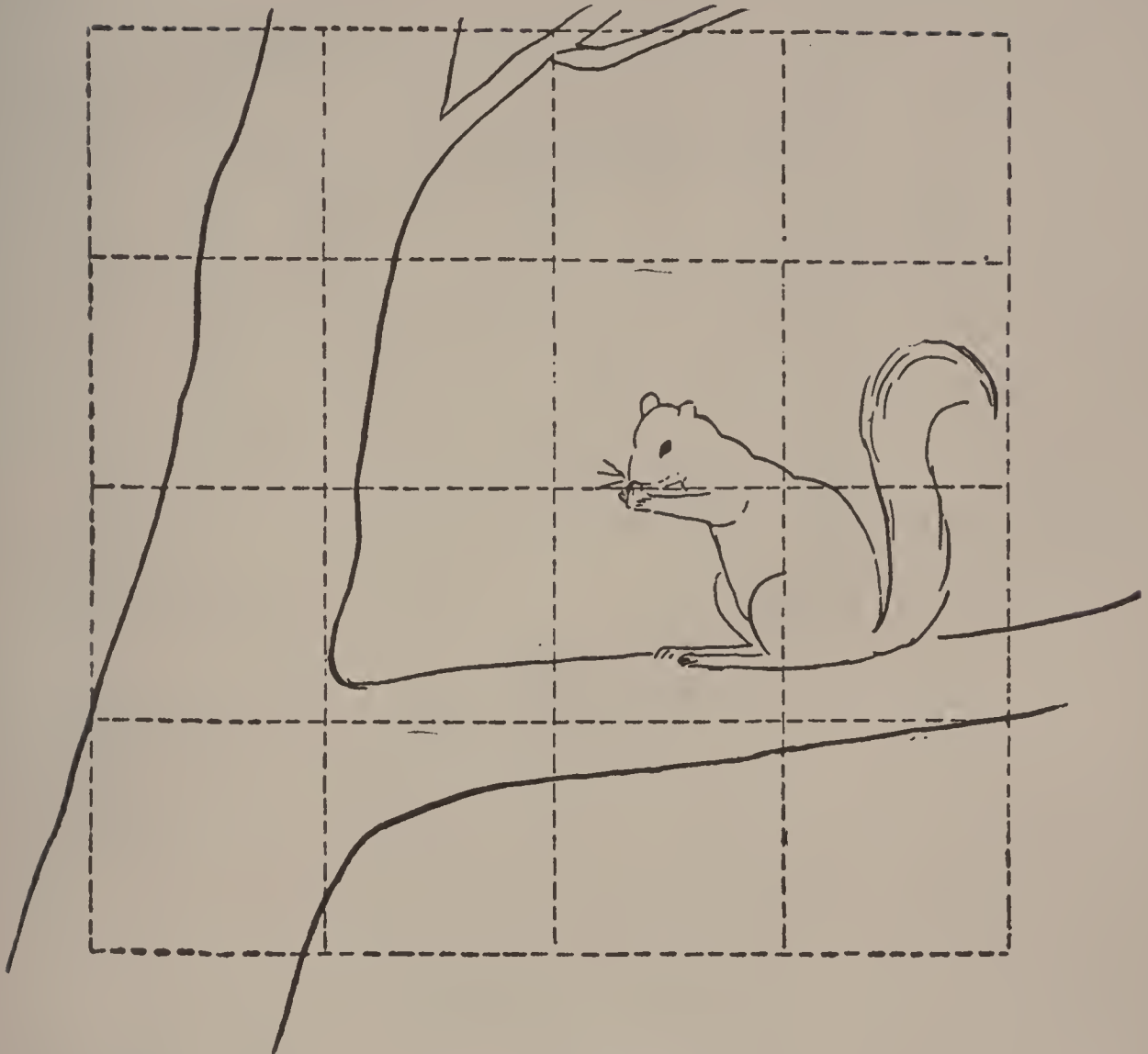
She rides papa's horse.

She can not ride my horse.

He is too little.

Take the pictures of horses from a former lesson. Color as required. Children should be tolerably familiar with most of these words by this time.





LESSON XXVIII

See the squirrel, Papa.

He is in this tree.

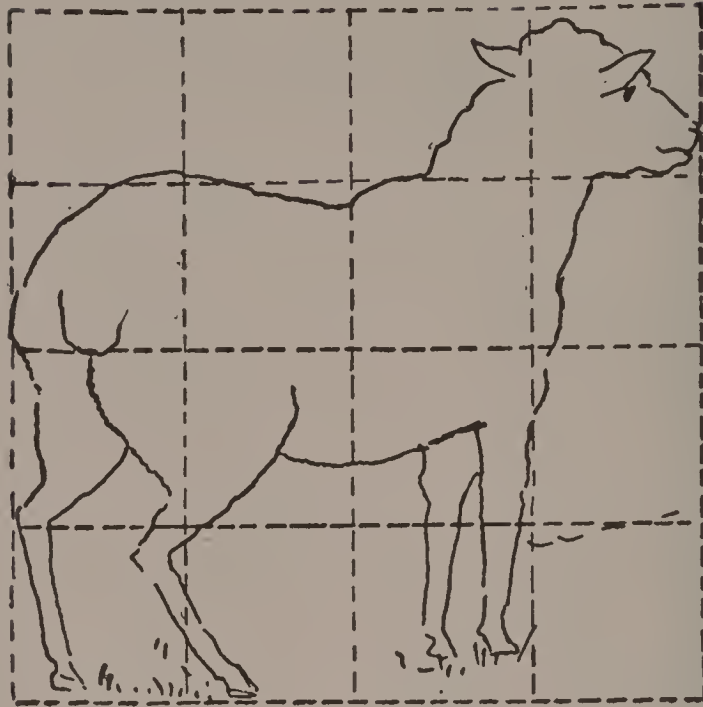
He has a nut.

Come and see him, Mamma.

Run, run, little squirrel! Kitty is coming.

She can get you. She can go up the tree.

Make a game of this.



LESSON XXIX

My papa has a horse.

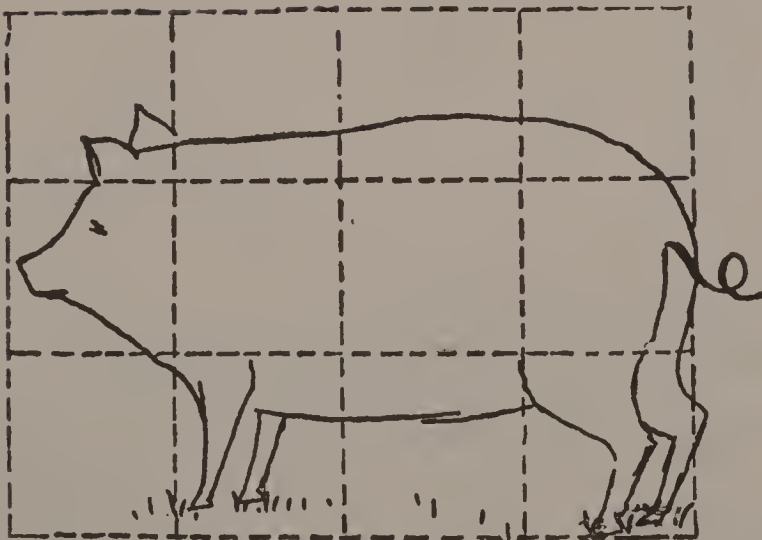
My papa has a cow.

My papa has a dog.

My papa has a hen.

My papa has a sheep.

My papa has a pig.



The first four sentences are familiar. Substitute the picture for the new word in the others, or point out the pictures and then write the sentences.

LESSON XXX

My papa has a big white pig.
The pig eats apples.
He finds them under the apple-tree.
I feed the pig.
Baby likes to feed the pig an apple.
The pig likes Baby.

Use the picture of the pig given in the preceding lesson.

LESSON XXXI

See my pretty white sheep.
Run, Baby, run! Run, sheep, run!
Baby wants to see you.
Baby likes you.
The sheep likes me.
I feed him.

Use the picture of the sheep given in a preceding lesson.

LESSON XXXII

Oh, see the snow!

I like the snow.

It is so pretty and white.

I can make big snow-balls.

My little dog likes it, too.

He likes to run in it.

Kitty does not like the snow.

It is too cold.

Run, run, Kitty! Run to the house.

The only new words are *oh*, *does*, and *make*. These may easily be supplied by a conversational lesson.

Example:

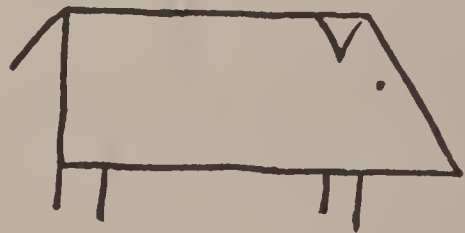
Q. "What can you make of the snow?"

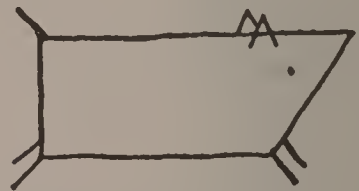
Ans. "I can make balls."

Q. "What kind of balls can you make?"

Ans. "I can make big balls."

Then say: "I will tell you on the board what I can make."





VOCABULARY

1. Words to be represented objectively as indicated:

kitty	dog	cow	horse
bird	hen	sheep	chicken
pig	cat	rat	mouse
rabbit	fly	dove	squirrel

ball	book	doll	top
house	boat	box	nut
apple	tree	flower	eggs
nest			

mamma	papa	baby
white	black	yellow
red	green	blue

one	two	three	four	five
-----	-----	-------	------	------

2. Action words:

fly	swim	run	catch
feed	ride	roll	spin
find	read	come	go
take			

3. Miscellaneous:

These are used but little compared with those above.

my	it	me	him	this	they	her	
not	no	oh					
too	to	up	under				
can	pats	am	are	coming	get	go	does
pretty	snow						

See, also, the list given in the text near the beginning of the book.



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